

Noah have forgotten the promise in word, but the sign of the promise in the heavens, never. So God ever teaches us, he gives us something to look at, to feel, something material, that he may direct our thoughts and affections to the immaterial and the invisible for which the visible stands. The fowls of the air teach us the folly of over anxiety; the lilies of the field give us the blessed assurance of God's tender care; the daisies beneath our feet tell us that much more will God clothe the child that bears his own image.

For this very reason God has given us signs and tokens that he might teach us the better things and the deeper things which they represent. The waters of baptism tell us of the need of spiritual cleansing; the ordinance of feet washing keeps before us the fact that tho forgiven, in our walk thru this sinful world we gather much of the dust of worldliness from which we need daily cleansing; the bread and the wine, blessed emblems, teach us that the soul is ever in need of the divine bread of heaven and communion with the Father; the house of God, the house of prayer, the quiet Sabbath, these all have their lessons and their place in the present dispensation.

In that coming kingdom there will no longer be any use for these signs and tokens, and hence will be put away with. Our spirits will not be encased in these mortal bodies; the material will no longer hinder us from a perfect understanding of the invisible things, the spiritual. Now we look thru a glass darkly, but then face to face. Then we shall see Jesus as he is, that is in his glorified body and person, for we too shall be glorified. In that new kingdom the former things shall be done away with, visible signs and symbols will have no place, they are no longer needed, they have served their purpose and passed away with all other material things, for God shall make a new heaven and a new earth, wherein the children of God shall forever dwell.

Literary Notes

Sir Thomas Lipton, K. C. V. O., has written especially for *The Saturday Evening Post*, of May 11, an article on The Sports that Make the Man. He places yachting high on the list, and gives some interesting anecdotes of his own career as an amateur yachtsman.

Sir Thomas is hopeful, if not confident, of "lifting" the America's Cup next autumn. He says, however, that if it were a certainty he would not cross the water; for there is no sporting interest in "sure things."

This article will appear exclusively in *The Saturday Evening Post*, of Philadelphia.

The *World's Work*, now beginning its second volume, has won its way rapidly. The May number covers important topics in Russia, Austria, England, Mexico, Cuba, besides many American matters. Of important national interest is "The Solution of the Cuban Problem," by the man who has been most prominently connected with the matter, Senator Platt of Connecticut. This is not only a national but a historical paper of great value. John Kimberly Mumford, in a strikingly illustrated article, describes the Russian political advance on Asia. Theodore Waters writes of the great possibilities in transmission of electricity for power, and an article about the personality and work of Mr. Francis H. Clergue shows one great example of these possibilities. Other interesting features are Sidney Brooks' third European article, this time

considering Austri-Hungary; a story of the work of President Diaz, of Mexico, with prophecies as to his probable successor; the recounting of experiments made in profit-sharing, showing successes and failures with reasons; a description of the process of breeding new wheats with some fine pictures; a defense of our consular service; and an account of some of the best new preventitives of loss of life at sea. Then there are vivid character sketches of James J. Hill and Secretary Gage, and editorial tributes to ex President Harrison and to General Funston. A group of three articles, "The Public Library and the Public School," "The Author and the Publisher at Peace," and "The Author as the Printer Sees Him," will have great interest for book lovers.

As usual there are the sound, strong editorials of the March of Events, the terse book reviews, and Among the World's Workers. One great value of this magazine is that it compresses most important and interesting material into short space and with clear-cut English. It is hard to find one unnecessary word from cover to cover.

Why Go to College?

To a score or more of American college presidents and professors this question has been addressed, and the cream of their answers follows:

In order that the young man may discover what his powers are, and learn to use them for his own good and the good of others.—Charles W. Eliot, President of Harvard University.

Because a young man should have a higher aim in life than mere money-getting, or so called success; because a man should try to make the most of himself.—Francis L. Patton, President of Princeton University.

Such an education will act on an average intellect like fertilizer on a field of average fertility. It makes one more of a man. This is the chief value of all education.—Jacob Gould Schurman, President of Cornell University.

College training will give one a larger and finer standard with which to test the questions of life—personal, political, social, and ethical—which will come to him for discussion.—Austin Scott, President of Rutgers College.

It has well been said that an educated man has a sharp ax in his hand, and an uneducated man a dull one. I should say that the purpose of a college education is to sharpen the ax to its keenest edge.—Nathaniel Butler, President of Colby College.

Because the fuller and larger you can make a life in these early years, the better it must be for all the future.—James M. Taylor, President of Vassar College.

Because it will make him more than an average man in intellectual sympathies, in mental horizon, and in practical effectiveness.—M. W. Stryker, President of Hamilton College.

The whole of your life has been spent in your own company, and only the educated man is good company to himself. Only the man who is trained to help himself can be helpful to others.—David Starr Jordan, President of Leland Stanford, Junior, University.

Such an education is the best means of developing thought power in a young man, and making him a thinking man of cultured mind.—Timothy Dwight, late President of Yale University.

He will possess a better disciplined mind for whatever work of life he may turn his attention to.—M. M. MacCricken, Chancellor of New York University.

I would say, in one word, for discipline.—Thomas J. Conaty, Rector of the Catholic University of America.

It is the duty of every man or woman to develop his or her best powers, as far as circumstances permit.—Andrew D. White, United States Ambassador to Germany.

The strongest reason urging a man to take a college course is the consequent enlargement and enrichment of character.—Charles F. Thwing, President of the Western Reserve University.

It multiplies a hundredfold his chances of success.—Henry Wade Rodgers, President of the Northwestern University.

Such an education ought to give to a man perspective, by enabling him to estimate the present in the light of the past. It ought to strengthen his mind by exercising and disciplining his powers; and it ought to broaden his outlook, by enabling him to know something, at least, of many branches of knowledge.—Seth Low, President of Columbia University.

To the end that he may be safely aggressive among educated people, and become fitted for leadership in affairs.—Andrew S. Draper, President of the University of Illinois.

To make one more of a man.—James B. Angell, President of the University of Michigan.

For the same reason that crude ores should be assayed—to discover and assay their qualities.—W. H. Payne, Chancellor of the University of Nashville.

For the reason that the advance of world-knowledge is so wide-spread that, in order to hold one's own, to be the best, and to do the best, it is necessary to get just as much education as possible.—William R. Harper, President of the University of Chicago.

It is the only way to qualify one to climb up out of the monotonous, Dead Sea level of mediocre humanity. People without a liberal education form the great army of our industrial and commercial slaves.—Charles W. Dabney, President of the University of Tennessee.

Because, in taking a college course, one forms an acquaintance with men, learns how to deal with them, and is, for that reason, more likely to succeed.—Charles Kendall Adams, University of Wisconsin.

A college course is the most effective means yet devised for aiding a young man to convert his best potential self into his actual self.—George C. Chase, President of Bates College.

Because a college course gives a survey of human knowledge presented in the light of the unity of all knowledge. Secondary and elementary education gives fragmentary knowledge. The young man of average intellect is prone to be carried away by hobbies. Some particular branch gets between him and the sum of all knowledge, unless he broadens his work.—William T. Harris, United States Commissioner of Education.

Why is it that men and women are contented to go thru life with their lips closed about Him, whom they claim is the object of their heart's deepest love? We can talk freely on politics, science, art, music, or the harmless gossip of the day, but our lips are too often silent when the question of religion is uppermost. Are we ashamed of the Gospel of Christ?

—Exchange.

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